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THESIS

A STUDY OF THE HISTORY, AIMS, CATALOGS
AND CURRICULA OF
EIGHT PRIVATE GIRLS' SCHOOLS

SUBMITTED BY
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(B. A. ACADIA, 1925)

In partial fulfillment of requirements for
the degree of Master of Education.

1936

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A STUDY OF THE HISTORY OF THE UNIVERSITY OF MICHIGAN

BY ALBERT J. ELLIS

WITH ILLUSTRATIONS BY ALBERT J. ELLIS

1936

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CONTENTS

CHAPTER		PAGE
I	INTRODUCTION.....	1
	A Present Status of the Private School.....	1
	B Reasons for Choosing the Study.....	1
	1 Paucity of Such Studies.....	1
	2 Apparent permanence of the Institution.....	2
	3 Interest in the Institution.....	2
	C Limitations of the Study.....	2
	1 To the Four Year High School.....	2
	2 To Non-Catholic Institutions.....	2
	3 Near Boston.....	2
	4 Listed in the Porter Sargent Handbook.....	2
	5 Available Information.....	3
	D Plan of the Study.....	3
	E Sources of Information.....	4
	F Similar Studies.....	4
	1 Sources of Such Studies.....	4
	2 Rothwell Wilcox's Study.....	4
	3 Leonard V. Koos' Study.....	4
	4 J. Leonard Sherman's Study.....	5
	5 G. A. Boyce's Study.....	5
II	HISTORICAL SKETCHES.....	7
	A General History.....	7
	B The Choate School.....	8
	C The Lee School.....	9
	D The Winsor School.....	10
	E The May School.....	10
	F The Woodward School.....	11
	G The Misses Allen School.....	11
	H The Beaver Country Day School.....	12
	I The Cambridge Preparatory School.....	12
	J Conclusions.....	12
	1 Period During Which They Were Begun.....	13
	2 Organization.....	13
	3 Pupils per Teacher.....	13
III	AIMS.....	15
	A Past Functions.....	15
	B Present Aims.....	15
	C College Preparation.....	16
	1 The Beaver Country Day School.....	16
	2 The Cambridge Preparatory School.....	17
	3 The Choate School.....	17
	4 The Lee School.....	18
	5 The May School.....	18

I	INTRODUCTION.....	1
	A Present State of the Private School.....	1
	B Reasons for Choosing the Study.....	1
	C History of Such Studies.....	1
	D General Importance of the Institution.....	2
	E Interest in the Institution.....	2
	F Disposition of the Study.....	2
	G To the First Year High School.....	2
	H To Non-Collegiate Institutions.....	2
	I Near Boston.....	2
	J Listed in the Boston Herald.....	2
	K Available Information.....	2
	L Plan of the Study.....	2
	M Sources of Information.....	2
	N Similar Studies.....	2
	O Sources of Such Studies.....	2
	P Rothwell Black's Study.....	2
	Q Leonard V. Ross' Study.....	2
	R A. J. Leonard Sherman's Study.....	2
	S S. A. Stone's Study.....	2
II	HISTORICAL SKETCHES.....	7
	A General History.....	7
	B The Ochsle School.....	7
	C The Lee School.....	7
	D The Winsor School.....	10
	E The May School.....	10
	F The Woodward School.....	11
	G The Warner Allen School.....	11
	H The Beaver Country Day School.....	12
	I The Cambridge Preparatory School.....	12
	J Conclusion.....	12
	K Period During Which They Were Formed.....	12
	L Organization.....	12
	M Pupils per Teacher.....	12
III	AIMS.....	12
	A First Purpose.....	12
	B Present Aims.....	12
	C College Preparation.....	12
	D The Beaver Country Day School.....	12
	E The Cambridge Preparatory School.....	12
	F The Ochsle School.....	12
	G The Lee School.....	12
	H The May School.....	12

CHAPTER	PAGE
III (continued)	
6 The Allen School.....	19
7 The Winsor School.....	19
8 The Woodward School.....	19
D Religious Training.....	20
1 The Choate School.....	20
2 The May School.....	20
3 The Allen School.....	20
4 The Winsor School.....	20
E Character Development.....	20
1 Importance of Character Development.....	20
2 The Schools Stressing It.....	21
a The Cambridge Preparatory School.....	21
b The Choate School.....	22
c The Lee School.....	23
d The Allen School.....	24
3 Schools Which Also Give It Attention....	25
a The Beaver Country Day School.....	25
b The May School.....	25
c The Winsor School.....	25
d The Woodward School.....	26
F Experiment.....	26
1 Scientific Experiment.....	26
a The Beaver Country Day School.....	26
b The Winsor School.....	27
2 Other Schools Trying Unusual Things.....	27
a The Cambridge School.....	27
b The Lee School.....	27
c The May School.....	27
d The Woodward School.....	28
G Individual Attention.....	28
1 The Beaver Country Day School.....	28
2 The Cambridge Preparatory School.....	29
3 The Choate, Lee, and May Schools.....	29
4 The Allen School.....	29
5 The Winsor School.....	30
6 The Woodward School.....	30
H Conclusions Concerning Aims.....	31
IV THE CATALOGS.....	34
A Physical Appearance of Catalogs.....	34
1 The Beaver Country Day School.....	34
2 The Cambridge Preparatory School.....	35
3 The Choate School.....	35
4 The Lee School.....	36
5 The May School.....	37
6 The Misses Allen School.....	37

III (continued)

19	..... The Allen School.....	6
19	..... The Winsor School.....	7
19	..... The Woodward School.....	8
20	..... Religious Training.....	9
20	..... The Choate School.....	1
20	..... The May School.....	2
20	..... The Allen School.....	3
20	..... The Winsor School.....	4
20	..... Character Development.....	5
21	..... Importance of Character Development.....	1
21	..... The Choate School.....	2
21	..... The Cambridge Preparatory School.....	3
21	..... The Choate School.....	4
21	..... The May School.....	5
21	..... The Allen School.....	6
21	..... Schools Which Give 15 Attention.....	7
21	..... The Beaver Country Day School.....	8
21	..... The May School.....	9
21	..... The Winsor School.....	10
21	..... The Woodward School.....	11
21	..... Individual Attention.....	12
21	..... The Beaver Country Day School.....	13
21	..... The Cambridge Preparatory School.....	14
21	..... The Choate, May, and May Schools.....	15
21	..... The Allen School.....	16
21	..... The Winsor School.....	17
21	..... The Woodward School.....	18
21	..... H. Goodwin's Conclusion: Allen.....	19

IV THE CATALOG

24	..... The Allen School.....	1
24	..... The Cambridge Preparatory School.....	2
24 The Choate School.....	3
24 The May School.....	4
24 The Winsor School.....	5
24 The Woodward School.....	6

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CHAPTER

PAGE

IV (continued)

7	The Winsor School.....	38
8	The Woodward School.....	38
9	Summary of Physical Appearance.....	39
B	Contents of the Catalogs.....	39
1	Contained by All.....	41
2	Contained by Six.....	41
3	Contained by Five.....	42
4	Contained by Four.....	42
5	Contained by Three.....	43
6	Contained by Less than Three.....	43
C	Conclusions Regarding the Catalogs.....	43

V THE CURRICULA..... 45

A	Introduction.....	45
1	Importance of Curriculum Study.....	45
2	Source of Information.....	45
3	Types of Curriculums Offered.....	45
B	Regular Courses Required for College.....	46
1	Languages.....	46
2	History.....	47
3	Science.....	47
4	Mathematics.....	48
C	Other Courses Offered.....	48
1	Fine Arts.....	48
2	Social Studies Other than History.....	49
3	Other Sciences.....	49
4	Practical and Advanced Mathematics.....	50
5	Bible.....	50
6	Vocational Subjects.....	50
7	Physical Education.....	50
D	General Conclusions.....	51
E	Details of Courses Given.....	51
1	English.....	51
2	History.....	53
3	French.....	54
4	Latin.....	54
5	Domestic Science.....	54
6	Art.....	54
7	Music.....	55
8	Conclusions as to Descriptions.....	55

VI SUMMARY OF THE STUDY..... 57

A	History.....	57
B	Aims.....	57
C	Catalogs.....	58
D	Curriculums.....	58

CHAPTER	PAGE
VI (continued)	
E Desire for Publicity.....	58
F Suggestions.....	59
G Studies Which Might Be Made.....	59
BIBLIOGRAPHY.....	60 - 61

PAGE

CHAPTER

VI (continued)	
F. Basis for Analysis	59
G. Summary	59
H. Summary of Main Points	59
Summary	59 - 61

LIST OF TABLES

NUMBER	TITLE	PAGE
I	Schools Included in the Study.....	6
II	The Founding, Enrollment, Charges, and Organization of the Schools Studied.....;.....	14
III	Aims.....	33
IV	Physical Appearance of Catalogs.....	40
V	Distribution of Catalog Information.....	44
VI	Year by Year Arrangement of Courses.....	52

"If, by some chance, all private schools should be closed overnight, the public school system would not be able to take over the school burden for many years."²

The private school does not receive the same amount of consideration in educational studies as does the public school, there being comparatively few public studies of the private secondary school. This, perhaps, is not strange in a country devoting itself so exclusively to public education.

1. *Statistics of Private Elementary and Secondary Schools, 1921-22*. Bureau of Education Bulletin, No. 1, 1922, p. 7.

2. G. A. Davis, "The Contribution of the Private School to the Improvement of All Education," *National Education Association Proceedings*, (1921), pp. 22-24.

3. J. Leonard Sharpe, "Curriculum Offerings in Certain Types of Private Secondary Schools," *School Survey*, XII (March, 1935), pp. 206-210.

LIST OF TABLES

PAGE	TITLE	NUMBER
6	I Schools Included in the Study.....	I
14	II The Training, Enrollment, and Organization of the Schools Studied.....	II
25	III Aims.....	III
40	IV Physical Appearance of Catalogs.....	IV
44	V Distribution of Catalog Information.....	V
52	VI Year by Year Arrangement of Courses.....	VI

THE HISTORY, AIMS, CATALOGS, AND
CURRICULUMS OF EIGHT PRIVATE GIRLS'
SCHOOLS

CHAPTER 1

INTRODUCTION

In the early history of this country's education the private secondary school held a much greater position than today. Because of socio-political and economic changes, it has declined in magnitude; but it still remains and retains much prestige among certain groups. The number of private high schools and academies in existence in 1933 was three thousand, three hundred, twenty-seven. In these were slightly more than six per cent of the total four year high school enrollment of all secondary schools, both public and private.¹

"If, by some chance, all private schools should be closed overnight, the public school system would not be able to take over the added burden for many years."²

The private school does not receive the same amount of consideration in educational studies as does the public school, there being comparatively few public studies of the private secondary school.³ This, perhaps, is not strange in a country declaring itself so definitely for public education.

1.-Statistics of Private Elementary and Secondary Schools, 1932-33, Office of Education Bulletin, No. 2, 1935, p. 7.

2.-T. A. Davis, "The Contribution of the Private School to the Integration of All Education," National Education Association Proceedings, (1931), pp. 20-24.

3.-J. Leonard Sherman, "Curriculum Offerings in Certain Types of Private Secondary Schools," School Review, XLI (March, 1933), pp. 206 - 212.

Much adverse criticism is leveled at the private schools, and many¹ advocate their removal; but since the Oregon Decision of 1925, stating that children could not be compelled to attend the public school, such a movement seems very far off, to say the least. Some of the criticism is undoubtedly deserved; some is not. Ignorance of the true facts causes some of these adverse criticisms as well as some of the very extravagant statements as to its accomplishments.

Because of the fact that these institutions are with us now and apparently will remain so for some time to come; because of the open field for educational studies; and because of the writer's work in private girls' schools which has caused her to become interested in them, she is making this study of a few to discover something of their present practices and aims.

Like other fields in education there are doubtless many phases of the private school which need study and readjustment. Such phases can be discovered by investigation and comparison, and activity in this line of study is to be desired that its trouble may be diagnosed and a cure suggested, and that its strength may be discovered and built upon that the institution may become as completely an educational benefit as possible.

The present study will be limited to the four high school years of eight non-Catholic private girls' schools within a radius of ten miles of Boston. Only those schools listed in the 1934 - 1935 Porter Sargent Handbook on Private Schools are included. The reason for such limitation is that these schools are so situated as to make feasible visits to those willing to grant appointments; according to the Research Division of the

1.- Edgar W. Knight, Education in the United States, p. 3.

National Education Association of the United States, the Porter Sargent¹ list is one of the best; and the Catholic institutions are so different in administration that they warrant a separate study.

Since one school on the list did not send the requested catalog, it has been omitted from the study. Two others found it inconvenient to grant an interview; one refused both an interview and information other than that contained in its catalog; one other granted an interview, but would give no more information than was contained in its catalog since the Board of Trustees had given no consent for a public study; another school, having no catalog, consented to give the information required through an interview.

Table 1 shows the schools included in the study. Since they are all located in Massachusetts, the town or city location only is given. Those schools which have boarding pupils at all are listed as boarding schools. The pupils and faculty as given include those in the whole school, whether it be elementary and secondary or merely secondary. The grades show how much is included in each school.

The Beaver Country Day School provides education from the kindergarten through the high school and also gives a course of teacher training. The Cambridge School gives the regular high school course and a special secretarial course. Of the others, only two, the Misses Allen and the Woodward Schools, have high schools only.

The study will present brief histories of these institutions, show the type and contents of their catalogs, give an account of their aims

1.- Letter from the Research Division at Washington.

and how their fulfillment is planned, examine their curriculums for the types offered and for specific offerings, and make generalizations valuable only as they apply to these schools. A few suggestions will be made in the light of present beliefs.

The sources of information will be the Porter Sargent Handbook on Private Schools for 1934 and 1935; school catalogs and pamphlets; miscellaneous literature in the field; where possible, interviews with individual principals; and an interview with a printing expert regarding technicalities of paper and type.

To discover what previous studies had been made of the private school, the following sources were examined: The Reader's Guide to Periodical Literature through 1935; the Loyola Index 1928; the card catalog of the School of Education Library. The topics checked were: private schools; secondary education; high schools; curriculum; standards; independent schools; education; school catalogs; school advertising; and school publicity.

1

A somewhat similar study was made in 1932 by Dr. Rothwell Wilcox . His study was limited to the private secondary schools of the Southern states and dealt with the work of fifty representative schools as judged by their accomplishments of the cardinal principles of secondary education.

2

Leonard V. Koos made a comparative study of the private and public schools of Minnesota covering the period 1925 - 1929, using the private secondary schools on the accredited list of the University of Minnesota

-
- 1.- Rothwell Wilcox, Private Secondary Education in the Association of Colleges and Secondary Schools of the Southern States.
 - 2.- Leonard V. Koos, Private and Public Secondary Education.

and different groups of public secondary schools depending upon the needs of the specific comparisons and upon the kinds of evidence at hand from the schools included. The study dealt with: attendance, achievement of students, university success, the curriculums, and the teachers.

J. Leonard Sherman made a study¹ of the curriculums of private secondary schools in various parts of the United States. In it, he dealt with the aims of one hundred twelve schools, what curriculums were offered, the contents of these curriculums, and an evaluation of them in terms of school subjects.

G. A. Boyce studied² two hundred fifty private boys' schools in thirty-four states to see whether the private schools have a significant role to play and whether they are playing it. He showed where they were falling down in many respects.

-
- 1.- J. Leonard Sherman, "Curriculum Offerings in Certain Types of Private Secondary Schools," School Review, XLI (March, 1933) pp. 206 - 212.
 - 2.- G. A. Boyce, "Is the Private School Fulfilling Its Function?" School Review, XXXVII (May, 1929), pp. 347 - 362.

TABLE 1. SCHOOLS INCLUDED IN THE STUDY¹

Name of School	Location	Type	Pupils	Fac- ulty	Grades
The Beaver Country Day School...	Brookline	Day	294	88	K-P.G. a
The Cambridge Preparatory School for Girls.....	Cambridge	Bdg. ^b	---	7 c.	H.S & Sec. ^d
The Choate School.....	Brookline	Bdg.	150	25	1 - 12
The Lee School.....	Boston	Bdg.	---	12	5 - 12
The May School, Inc.....	Boston	Day	150	26	6 - 12
The Misses Allen School.....	W. Newton	Bdg.	30	7	9 - 12
The Winsor School.....	Boston	Day	270	42	6 - 12
The Woodward School for Girls...	Quincy	Day	75	6	9 - 12

a.- K- Kindergarten; P.G. - beyond the 4 year high school.

b.- Schools having a boarding as well as a day department.

c.- No information given.

d.- Secretarial course - special.

The Table includes the entire school, not limited to the four years of the study.

1.- Porter Sargent, Handbook, 1934 - 1935.

CHAPTER II

HISTORICAL SKETCHES

New England is the home of the private school in this country. From its early days there have been private schools of the type owned by individuals and also of the endowed type governed by a private corporation. This is clearly seen in a study of the history of the education of the United States. Not only is New England the home of the private school, but the private school is, in turn, the home of secondary education.

"Among the private schools originated every form of what is now known as high school work in America."¹

"It may be assumed that there was a demand for instruction before the opening of the public school, in 1635 or in 1636."²

The forerunner of our private schools was the Dame School in its private neighborhood form. This was present early in every town although accounts of it are rare since there are few public records of it.³

"The private primary school of the present day is a development and perfection of the dame school."⁴

Then came the academy which was more private than the Latin Grammar School.⁵

"About one-sixth of the present private schools were founded during the period of Academic predominance (1750 - 1850) and are now boarding or local day schools devoted to the preparation of pupils for college."⁶

-
- 1.- Paul Monroe, A Cyclopedia of Education, v. 5, p. 42.
 - 2.- Robert F. Seybolt, The Private Schools of Colonial Boston, p. 3.
 - 3.- Walter H. Small, Early New England Schools, p. 162.
 - 4.- Paul Monroe, A Cyclopedia of Education, v. 2, p. 248.
 - 5.- G. A. Boyce, "Is the Private School Fulfilling Its Function?" School Review, XXXVII (May, 1929), pp. 347 - 362.
 - 6.- Ibid.

Church schools, made possible by the formation of a wealthy class of patrons came next; and we still have many of them with their conservative policies. Then came the philanthropic schools of the nineteenth century which were active in introducing new practices. The next step came when the private school took on the role of college preparation. Later developments of the private schools are the country day schools and the progressive schools, both of which are more ready to adopt new educational procedures than the older type of preparatory schools.¹

Five of the schools of the present study were founded in the latter part of the nineteenth century and the other three in the early years of the present century as shown in their histories. Some knowledge of these histories will possibly help in gaining an understanding of them. The historical sketches which follow will be given in the order in which the schools were founded or established.

The Choate School dates back farther than the others, having its nucleus in a tutoring group of girls under Miss Hannah Gilman in 1881. In 1884 Miss Gilman and her sister opened a school for girls on Commonwealth Avenue in Boston. This in turn was bought in 1911 and directed by the Misses Jeannie Evans and Fanny Guild until in 1920 Miss Choate, A. M. of Vassar, took it over and moved it to Brookline. There it became known by its present name. At this time, too, it became distinctly a college preparatory school although still retaining a general course for those girls preparing for other goals than college.²

1.- G. A. Boyce, "Is the Private School Fulfilling Its Function?" School Review, XXXVII (May, 1929), pp. 347 - 362.

2.- Choate School, Catalog, pp. 13 - 14.

At present it has both a boarding department accommodating a maximum number of fifty-four girls and a day school or department for from seventy-five to ninety girls. The enrollment for the year 1935 - 1936 in the secondary department is forty-two although sixty is the number planned for.¹ Girls are accepted in the boarding department from the ages of eleven to nineteen at a rate of twelve hundred dollars per year, and in the day department from five to nineteen years at a rate of from one hundred seventy-five to four hundred dollars; the latter is the secondary school rate. The school was incorporated in 1932 under the Massachusetts laws for educational purposes.²

The next to appear in order of time were the Lee School and the Winsor School, both beginning in 1886.

The former is an outgrowth of a school begun by Miss Bertha Carrol in two rooms on Fairfield Street from which she removed to Gloucester Street where her school remained until after her death in 1912. Then, her associate, Miss Frances Lee, A. B. of Radcliffe, carried the work on, moving with the same staff to Marlborough Street. In 1917, helped by a gift, the school erected a new building as a memorial to its founder. Increased enrollment later made necessary the purchase of an adjoining building.³ In 1924 the school was incorporated an institution not for profit, as the Lee School.

Girls from the fifth through the twelfth grades, ages ten to eighteen, are accommodated in both the boarding and day departments, special

1.- Interview with Miss Choate, April 7, 1936.

2.- Porter Sargent, Handbook, p. 150.

3.- The Lee School, Catalog, pp. 2 - 3.

arrangements being necessary for the former. Fifty-four day pupils are accepted at a charge of five hundred dollars per year; the number of boarding pupils is not indicated, but their fee is sixteen hundred dollars per year.¹

The Winsor School was founded by Miss Mary Pickard Winsor as Miss Winsor's School.² Repeated removals were necessary to keep pace with its growth.³ In 1906 a group of Boston parents built a new school and invited Miss Winsor to join them and move her school to this new building. This she did, and in 1908 the school became incorporated not for profit. Its buildings and grounds have been increased since then.

Miss Katherine Lord, A. B. of Bryn Mawr, has had the active management of the school since Miss Winsor's retirement in 1929. The school takes only day pupils from the sixth grade through the twelfth, ages ten to eighteen. The tuition charge is five hundred fifty dollars, and the school accommodates two hundred seventy pupils.⁴

The May School may have had its beginnings either just before or just after the two preceding schools, but the date as given is indefinite, merely being sometime in the 80's. At that time Mrs. Quincy Shaw engaged a teacher for her own children and some of their friends. This became known as Miss Folsom's School and later the May School. It is at present located on Beacon Street.⁵

In 1924 it became incorporated not for profit. Mrs. Charles Haskins, A. B. directs the school, having succeeded Miss Jessie Degan in 1934.

-
- 1.- Porter Sargent, Handbook, p. 141.
 - 2.- Winsor School, Catalog, p. 7.
 - 3.- Porter Sargent, Handbook, p. 147.
 - 4.- Ibid., p. 146.
 - 5.- May School, Catalog, p. 4.

This is a day school for girls from the sixth through the twelfth grade with an age range from ten to eighteen years. Tuition charges are five hundred fifty dollars, and the school has a capacity for one hundred fifty pupils.¹ In 1935 the school was granted a charter from the Cum Laude Society.²

In 1869 Dr. Ebenezer Woodward left a legacy to the town of Quincy for the purpose of permanently establishing, within twenty-five years, a good school for native-born Quincy girls from ten to twenty years of age. The town was to manage the property, and the internal regulations were to be under the direction of all ministers of the town.³ In 1894 the money had reached a sum sufficient to establish such a school, and today the Woodward School for Girls, or the Woodward Institute as it is also called, provides a four year high school course free of tuition for seventy-five Quincy-born girls of from thirteen to eighteen years of age.⁴

In 1904 the daughters of Mr. Nathaniel Allen, a well known educator, established a school for girls in their home in West Newton. Today it accommodates ten boarding students and twenty day students ranging in age from twelve to twenty. The boarding students pay one thousand dollars per year; the day students, three hundred dollars.⁵ The boarding students are there for five days a week only. These girls receive a high school training with much individual attention. Miss Lucie Allen directs the school.⁶

1.- Porter Sargent, Handbook, p. 146.

2.- May School, Catalog, p. 10.

3.- Extract from the Will of Dr. Ebenezer Woodward. School folder.

4.- Porter Sargent, Handbook, p. 635.

5.- Ibid., pp. 170 - 171.

6.- Interview with Miss Allen, April 7, 1936.

A group of parents who wished their children to attend a school practicing sound modern educational methods founded the Beaver Country Day School in 1921. It opened with an enrollment of fifteen pupils both girls and boys, and has grown to have one of two hundred ninety-four today. Since 1931 this enrollment has been limited to girls except in the pre-school and primary groups which still accept boys.¹ The girls range in age from four to nineteen, being taught from the kindergarten through the high school. In addition to these pupils there is a group of apprentice teachers being trained there. Tuition is from two hundred to six hundred dollars, the latter being the secondary school rate.²

The Cambridge Preparatory School for Girls is the youngest of this group of private schools. It was founded in 1922.³ At this time it was known as the Benshimol-Rickard School and took day pupils only. After Miss Benshimol withdrew, in 1933, a boarding department was inaugurated and the present name adopted.⁴ The numbers in the day and boarding departments are not given, and this school disregarded a request for further information. Tuition for college preparatory students is one hundred twenty dollars per course for a full year, and the average number of courses taken is four per year.⁵ A secretarial course is offered for two years beyond the high school.

From the foregoing historical sketches it will be seen that these

-
- 1.- Beaver Country Day School, Pamphlet, Question No. 6.
 - 2.- Porter Sargent, Handbook, p. 149.
 - 3.- Cambridge School, Catalog.
 - 4.- Porter Sargent, Handbook, p. 153.
 - 5.- Cambridge School, Catalog.

eight schools were established within a period of forty-one years, all within the period during which the public high school was replacing the academy. Since, in three cases the initial move was made by parents, and since these schools have been able to continue through the depression, they must be offering something which the public school is not. It will be seen that all but two have become incorporated, the Cambridge School remaining a partnership venture, and the Allen School being under individual ownership and direction. Table II shows the time each of these schools began, the number of pupils accommodated in day and boarding departments where such is stated, its charges, and its organization for carrying on its affairs. The order in the Table is the same as that in the account. The total number of pupils provided for and the faculty have already been given in Table I, page 6 of the study.

Combining the attendance information given in Tables I and II, and from the faculty provision indicated in Table I, it can easily be estimated that the approximate number of pupils per teacher is as follows: in the Choate School, six; The Lee School, about five; the Winsor School, seven; the May School, six; the Woodward School, almost thirteen; the Allen School, five; the Beaver Country Day School, four. This makes an average of approximately six and one-half pupils per teacher. Thus all of these schools remain within the standard (No.8) of the North Central Association which limits the number of pupils per teacher to twenty-five.

TABLE II. THE FOUNDING, ENROLLMENT, CHARGES AND ORGANIZATION OF THE SCHOOLS STUDIED.

School	Date Begun	Accommodations		Charges ^a		Organization ^b
		Bdg	Day	Bdg	Day	
Choate.....	1881..	...50.	.100.	\$1200.	.175-400....	Incorporated
Lee.....	1886..	.....	.54.	.1600.	.500....	Incorporated
Winsor.....	1886..	.....	.270.	.....	.550....	Incorporated
May.....	188- ^c..	.....	.150.	.....	.550....	Incorporated
Woodward.....	1894..	.....	.75.	.....	none....	Incorporated
Misses Allen.....	1904..	...10.	.20.	.1000.	.300....	Individual
Beaver Country Day....	1921..	.....	.294.	.....	.200-600....	Incorporated
Cambridge Preparatory..	1922..	.....	.....	.....	.480 ^d ..	Partnership

a - These charges are exclusive of special fees.

b - Organization - the system under which business is transacted: by trustees, partners, or individual ownership.

c - Exact date not given.

d - Boarding charges not stated, and tuition fee as given is the average since pupils pay by the course.

1.- Statistics of Private Elementary and Secondary Schools, 1921 - 22, Office of Education Bulletin, No. 2, 1923, p. 7.

2.- G. A. Hayes, "Is the Private School Fulfilling Its Function?" School Review, XXVII (May, 1927), pp. 347 - 352.

3.- Paul Monroe, *Statistics of Secondary Education*, p. 245.

CHAPTER III

AIMS

If, as is claimed by many, the private school is not fulfilling its function, we need more proof. There is room for much research here. This study cannot prove or disprove such a broad statement owing to its extreme limitations in dealing with only eight of the estimated three thousand, three hundred, twenty-seven private high schools in the country,¹ or approximately .24 per cent of that one level. It can merely attempt to discover the stated and attempted aims of this particular group and see how nearly they agree with the generally accepted aims of private schools.

In the past the functions have been preparation for college, religious training, and experimental work.² Today there is still a great need of these beyond what the public school is able to perform.

"In aiding citizens to forms of education not yet or not all within reach of the public school, the private school has its permanent meaning."³

They have more freedom to experiment than do the public schools with their greater restrictions from outside, and religion as such cannot be provided in government schools.

In order to discover the aims of the schools included in the study the writer carefully examined the pamphlets and catalogs sent out by them; practices as stated were checked to see what methods of achievement were used. The three original aims of college preparation, religious training,

1.- Statistics of Private Elementary and Secondary Schools, 1932 - 33, Office of Education Bulletin, No. 2, 1935, p. 7.

2.- G. A. Boyce, "Is the Private School Fulfilling Its Function?" School Review, XXXVII (May, 1929), pp. 347 - 362.

3.- Paul Monroe, Principles of Secondary Education, p. 243.

and experiment were studied. To these were added individual attention and character development since these were also found very definitely as aims.

The limitations of the study make possible merely discovery of the methods of attainment since college success is incompletely and subjectively given in the literature, and success of attainment of the other aims is measurable only by everyday practices and objective measurement impossible to use here.

In preparation for college all the schools follow the requirements of the College Entrance Examination Board, and a few of them meet other requirements in addition. The College Board requirements will not be mentioned each time in describing what preparation is given. The schools will be taken in this chapter in their alphabetical order.

The Beaver Country Day School is a member of the New England Association of Colleges and Secondary Schools and is one of twenty-eight schools chosen by a committee of school and college educators to carry on an eight year experiment to improve the curriculums of secondary schools. This experiment is now in its third year, and the graduates of the school will be accepted by the cooperating colleges even though their courses may be quite different from the ordinary requirements.

The fact that this school was chosen to be one of the experimenters would seem to be a recognition of the good quality of its college preparation as well as of the professional standing of its faculty.

"About half of its pupils prepare for college, and over half of its graduates have gone to college."¹

1.- Beaver Country Day School, Pamphlet, Question No. 15.

Since the officials of the school refused more information than was included in its literature, actual figures for college entrance are unavailable, the College Entrance Board holding its records in confidence. However, the following statement by the school will give additional information as to its college success:

"The graduates have made good scholastic records and have also taken active part in college affairs. Some have been outstanding in scholarship, some in student leadership, some in both; none have done poorly."¹

The Cambridge Preparatory School for Girls concentrates on college preparation by having small classes and extra periods for the college preparatory group. It also gives a year of intensive training to graduates who have not sufficiently prepared in other institutions. The courses given cover adequately the requirements as specified by the College Entrance Examination Board committee.² In addition the college candidates are urged to choose as electives some correlated course from the General Electives, three of which are obligatory for them.

"... for a period of thirteen years has been successfully preparing its students for the large colleges and universities throughout the country. Its graduates are leading happy and useful lives of service and accomplishment."³

This school did not reply to the request for an interview and gives no more information concerning its college work.

The Choate School is distinctly a college preparatory institution as stated in its history. The majority of its pupils prepare for college, and its graduates are accepted by those colleges admitting by certificate. This fact is an indication of the college success of its pupils since those

1.- Ibid., Question No. 17.

2.- Cambridge School, Catalog.

3.- Ibid.

colleges admitting by certificate use a list drawn up by a board of delegates from twelve New England colleges. One requirement for getting upon this list is that graduates of the schools applying for recognition must have done successful work in college during their first semester. The school is thus judged by its actual product. The Board must also approve of the school's curriculum, staff of teachers, and equipment.¹

"It is believed that a certificate from an approved school to a college on the Board is fully the equivalent in reliability of a passing mark from the Examination Board."²

"Of 366 Choate School graduates, 1921 - 1933, 233 have been admitted to colleges other than junior colleges..."³

Since 1930 ninety have entered college where they have gained the reputation of living the whole life. Miss Choate has received reports that a number of her girls have been receiving honors.⁴

The Lee School is a member of the New England Association of Colleges and Secondary Schools. The girls who are preparing for colleges in the major group are given work requiring sustained effort and relatively long periods of study; they enter by plan B or C. Others are allowed to take less Latin and algebra and concentrate for their last years upon science, history, and modern languages. No mention is made of college success.

Another member of the New England Association of Colleges and Secondary Schools is the May School. Although this school is not among those conducting the eight year experiment, it tries, nevertheless, to give its girls a broad course even in the required college preparation. They are encouraged to write two of the College Board examinations in their Junior year in order

1.- New England College Entrance Certificate Board; Thirty-Second and Thirty-Third Annual Reports, p. 5.

2.- Ibid., p. 6.

3.- Choate School, Catalog, p. 20.

4.- Interview, April 9, 1936.

That they may be able to concentrate during their Senior year upon those subjects which interest them most.¹

The Allen School, like the Choate School, prepares its pupils for those colleges admitting by certificate. Its graduates, then, have shown good college standing. Since 1930 eight girls have entered college either by entrance examinations or by school certificate. During this time there has been only one failure. During the past year the highest honors have been received by one graduate now at Wellesley, one at Pembroke, and two at Smith.²

"Pupils of Miss Allen have entered Barnard, Bryn Mawr, Connecticut, Radcliffe, Simmons, Smith, Skidmore, Vassar, Wheaton, and Wellesley Colleges, the Sorbonne in Paris, art schools and other higher educational institutions, where they have held and are holding high rank."³

The Winsor School is another member of the New England Association of Colleges and Secondary Schools and prepares for any one of the women's colleges. It, like the Beaver Country Day School, is experimenting under the eight yearplan; therefore its graduates, too, are accepted on school recommendations by those colleges interested in and sponsoring the plan.⁴ This school, also, did not grant an interview; further information concerning college preparation and success is therefore not forthcoming. The fact that the school is participating in the eight year experiment indicates good college success.

The third of these schools preparing for colleges admitting by certificate is the Woodward School. Approximately twenty-five per cent

1.- Interview with Mrs. Haskins, April 9, 1936.

2.- Interview with Miss Allen, April 7, 1936.

3.- The Misses Allen School, Catalog, p. 6.

4.- Winsor School, Catalog, p. 10.

of its graduates go to college where they have been successful both scholastically and socially.¹ The fact of its acceptance by the College Entrance Certificate Board indicates successful college preparation.

Definite religious training is given in only four of the schools studied.

The Choate School requires church attendance, and on Sunday evenings has group readings and talks of a devotional nature.²

The May School prescribes Bible study in all classes for one period a week.³ This is a general study called for by the charter of the school. In addition to this, the Wednesday morning assemblies each week are addressed by clergymen.⁴

The Allen School has addresses by clergymen every second week.⁵

The Winsor School has a Bible reading requirement throughout its course.⁶

Closely allied with religious training is character training. All of the schools studied make some mention of endeavoring to develop character; four of them stress it. Ethical character is most important in a democratic society and in the Cardinal Principles of Secondary Education as drawn up by the National Education Association,⁷ four means of developing it are named. These are:

- A. A wise selection of contents and methods of instruction.
- B. Social contacts of pupil and pupil and pupil and teacher.

1.- Interview with Miss Bacon, April 3, 1936.

2.- Choate School, Catalog, pp. 16, 19.

3.- May School, Catalog, pp. 6, 18 - 20.

4.- May School, Catalog, Attached list of recent speakers.

5.- Interview with Miss Allen.

6.- Winsor School, Catalog, page attached.

7.- Cardinal Principles of Secondary Education, Bulletin No. 35, 1918, p. 15.

- C. Opportunities afforded by the organization and administration of the school for the development of a sense of personal responsibility and initiative.
- D. The spirit of service and the principles of true democracy permeating the school.

The schools especially emphasizing character development are the Cambridge Preparatory School, the Choate School, the Lee School, and the Misses Allen School.

The Cambridge Preparatory School endeavors to develop self-confidence in its pupils through giving them knowledge of their own mental growth:

"...each girl is made to feel her responsibility to the school unit and to some larger social group.

In the everyday process of teaching and guiding, the effort of the staff is concentrated on character building and growth in intellectual power."¹

The school's general elective course in conversational English is so planned that it should be an excellent character training.

"It aids the girls to cultivate an interest in worthwhile subjects which will enable them to carry on fluent, intelligent conversation on any occasion. It stresses sincerity of thought and expression, the ability to listen well, the practice of gracious intercourses, and the maintaining of social ease even under trying circumstances."²

The planning of the main courses is necessarily circumscribed by the college entrance requirements. However, here, too, is an opportunity for character training which is apparently being utilized according to the first quotation on this page.

1.- Cambridge Preparatory School, Catalog.

2.- Ibid.

"In general, all of the regular subjects offer about the same possibilities for the development of such personal ideals and habits as industry, honesty, ambition, carefulness, cooperation, independence, originality, persistence, reliability, self-control, and thoroughness."¹

In schools the size of these in the study there is great natural opportunity for social contacts of pupil with pupil and pupil with teacher. One method of bringing this about in greater degree in the Cambridge school is through the week end jaunts and picnics as well as in informal discussion and conferences. There is no mention of what part, if any, the pupils have in administering any part of their own school life.

The Choate School stresses character development in close relationship with its religious aim.

"... the daily stressing and insistence upon the practice of high and honorable ideals and the training given in good citizenship are some of the practical means that the school uses for the spiritual development of the students."²

Instruction in Current Events is aimed directly at making intelligent and patriotic citizens. The work of the students in their student government association is considered of the greatest importance, since this body, with its faculty advisors, deals with situations when the individual self-discipline sought by the school breaks down.

"The purpose of this organization shall be to make the school a true working place by training its members in self-control and in the fulfillment of their obligations."³

-
- 1.- Harry C. McKown, Character Education, p. 166.
 - 2.- Choate School, Catalog, pp. 16 - 19.
 - 3.- Choate School, Constitution of the Student Government Association, p. 5.

Each girl on becoming a member of the Association makes a pledge in the presence of some of its officers.

"Pledge: As a member of Choate School Student Government Association I pledge myself to consider and try to realize what its regulations demand of me; to obey them heartily and loyally to the best of my ability and to report honorably all exceptions to my obedience; to uphold its ideals of responsibility myself and to help others to do the same."¹

Class spreads, interclass sports, and teas provide other means of contact of the group. The school also endeavors to develop a capacity for enjoyment not based upon undue excitement or the lavish spending of money.² This is stated as a separate aim but is a form of character building or development. Miss Choate makes a personal check on the standards of behavior at all times and advises the girls as to means of improvement.³

In the Lee School the chief instrument for character development is the school government policy.

"The school recognizes its responsibility not only for studies but also for the development of character. One of the most fruitful methods of attaining this has proved to be the active participation of girls of all ages in the business of school government."⁴

In the government the school is organized as a model town and run according to town rules. Both teachers and girls take part in this, and it is planned so that each girl has a chance to use her talents in the service of the group.

1.- Ibid., p. 6.

2.- Choate School, Catalog, p. 15.

3.- Interview with Miss Choate.

4.- Lee School, Catalog, p. 3.

"The teachers, by working with them for common ends, learn to know their pupils far more intimately than would be possible with class contacts only."¹

The governmental policy would seem to fulfill the requirements B, C, and D as given on pages 20 - 21 of this study in an excellent way. For A, the same conditions as to the regular course prevail as in the other schools; the tools are there, and the results depend upon their correct use. In addition to these, the extra Social Studies of economics, history of government, current events, and sociology are excellent for character development.

"These, because they represent close, not distant, factual, not fictional, and vital, not unimportant items, offer fine possibilities for the character educator."²

The Misses Allen School is noted for its emphasis upon character. The Handbook³ makes special mention of it.

"The supreme end of all instruction is the development of character as the truest education."⁴

"Habits of order, method, thoroughness are cultivated.....Each girl is held to the faithful performance of her duties."⁵

In addition to the attempted carrying out of the foregoing ideals and the possibilities of the traditional course, the school offers civics and current events whose character developing importance have already been mentioned under the Lee School offerings on page 23. The social contacts here are necessarily very close since the girls are essentially made a part of the family and home.

1.- Ibid., p. 4.

2.- Harry C. McKown, Character Education, p. 170.

3.- Porter Sargent, Handbook of Private Schools, p. 876.

4.- The Misses Allen School, Catalog, p. 7.

5.- Ibid., p. 11.

In order to stimulate interest in cultural recreation the girls are told of special exhibits and entertainments in Boston and are encouraged to attend and report each Monday morning on their weekend activities or to write papers upon their visits and what they have seen.¹

"Student government has been a valuable asset to the school in the development of the girls."²

The Beaver Country Day School emphasizes self-discipline, gives its pupils liberal opportunity to decide matters and to share in the management of school affairs in order to develop judgment and responsibility. Outside the regular college preparatory courses, it offers one in personal and social adjustment; and the dramatic work is purposively utilized to increase the cooperation also accented in the teaching methods.³ Such cooperation is credited in the marking system used by the school.

The May School in its physical education program emphasizes the moral qualities of courage and courtesy. Other subjects, in addition to those of the required course, stimulating to character development are current events, problems of American democracy, international relations, sociology. Student government is administered by a school club of the entire group conferring with faculty representatives. The afternoon clubs are limited in size in order that each girl may bear an active part.⁴

The Winsor School tries to arrange the work situations in such a way that the girls can meet and conquer their own difficulties.

1.- Interview with Miss Allen, April 7, 1936.

2.- The Misses Allen School, Catalog, p. 9.

3.- Beaver Country Day School, Pamphlet, Question No. 22 - 23.

4.- The May School, Catalog, pp. 5, 13, 15.

"Student activities....the school government, the paper, and many of the plays are in the hands of the students far more completely than in most places. The school hopes that its graduates will have seriousness of purpose and a power of self-discipline."¹

The course, being traditional, has the regular character values enhanced perhaps by the situation approach now so familiar in character education programs.

The Woodward School provides many opportunities for social contacts in its small classes and its group activities. There is no student government here, but the girls get administrative experience in their class organizations. The school wishes, through having its girls take part in different programs, literary work, and class organizations to develop poise, originality, and an ability and willingness to assume responsibility.²

In experiment only the Beaver Country Day School and the Winsor School record anything in the nature of scientific experiment. In the former, in addition to the eight year experiment already mentioned, scientific tests are used, and a comprehensive study of the pupils' response to all fields of school activity and of habits and characteristics is made; these are recorded on a five point defined classification.³ This gives a scientific basis and check for experimental work. In addition only the classes of special teachers are held in regular class time; the others meet in such a way that concentration on one activity, with as many subjects as possible contributing to it, until its completion

1.- Winsor School, Catalog, p. 9.

2.- Woodward School, Folder.

3.- Eugene R. Smith, "Beaver Country Day School", Journal National Education Association, XLVII (1929), pp. 249 - 251.

is possible. School subjects, where possible, are connected with out of school information and activities.¹

One of the principles of the school is that the teachers are encouraged to experiment and keep in touch with modern educational thought.²

"It is one of the best known schools in the country. It has kept in close touch with educational progress and has come to be recognized as one of the foremost examples of a modern school. It is listed as 'Very Important' on the official list of schools to be visited by foreign educators."³

The Winsor School's experimental work in the secondary department is the sixth year experiment mentioned before under college preparation. It also has a summer work requirement of English and modern language reading while summer work in nature study is encouraged.

"The Faculty and Directors have kept in touch with modern educational practices and have given increasing freedom to the student in range and plan of intellectual work."⁴

According to what is indicated in its catalog, this school does not do as much experimental work as does the Beaver Country Day School whose main purpose is apparently to experiment.

Things being tried out in the other schools can be briefly mentioned. These are the elective courses in conversational English and Round Table Discussion⁵ offered at the Cambridge School; the Lee School's model town government;⁶ the May School's summer reading requirement and encouragement of a summer collection of nature and handcraft exhibits to be shown at school in the Fall,⁷ and its use of French as the conversational language of the school during the morning sessions including

1.- Ibid.

2.- Ibid.

3.- Beaver Country Day School, Pamphlet, Question No. 4.

4.- Winsor School, Catalog, p. 9.

5.- Cambridge Preparatory School, Catalog.

6.- Lee School, Catalog, pp. 3 - 4.

7.- May School, Catalog, p. 16.

assembly periods Monday, Tuesday, and Thursday¹; and the Woodward School's plan of Senior lunchroom administration and its dressmaking and handcraft clubs.²

Individual attention is an aim given in all these schools, but particularly so in the Beaver Country Day School, the Cambridge, Allen, Winsor, and Woodward Schools.

The education offered in the first of these differs from the traditional school offering because it follows the modern trend of individualized work.

"The modern school tries to adapt itself to the needs of the individual pupils, rather than to form all pupils in the same mold."³

The individual five point classification and the scientific tests already mentioned on page 26 of this study are among the means used for the intensive study of each individual necessary to provide the opportunities best suited to each. Then, too, the pupils are judged in relation to their individual improvement and their contribution to the group rather than in comparison to each other. The experimental work of the school, in other words, seems aimed toward the better achievement of individual attention which is being attained.

"These methods have been thoroughly tested, they are receiving general recognition and widespread approval among educators, and they are influencing education in all civilized countries."⁴

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1. 1.- Interview, April 9, 1936.
 - 2.- Interview, April 3, 1936.
 - 3.- Beaver Country Day School, Pamphlet, Question No. 2.
 - 4.- Ibid., Question No. 3.

The Cambridge Preparatory School has the same aim on which it bases its teaching.

"A thorough study is made of each individual girl; all possible resources are used to capitalize her potentialities and at the same time to strengthen her weaknesses... The school aims to nurture a healthy individualized development of its girls. The student is constantly made aware of her own mental growth."¹

The method of individual study is not stated other than that each girl is assigned a faculty advisor who examines her daily working schedule of all activities, discusses with her the advisability of her plans, and encourages her to regulate her life systematically.²

The three schools next in alphabetical order are those in which individual attention is not stressed so strongly. These are the Choate, Lee, and May Schools which provide such attention through arrangement of courses, consultations concerning post-school plans, and the summer reading plans of the Lee and May Schools.

In the Misses Allen School two of the classes whose desires the school aims to meet are:

"Those who, through interruption of study by poor health, travel abroad, or loss of parents, require individual care and supervision."

"Those who are leaving home for the first time and need special care and attention."³

The school's method of attaining this attention is through having its enrollment limited.

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- 1.- Cambridge Preparatory School, Catalog.
 - 2.- Ibid.
 - 3.- The Misses Allen School, Catalog, p. 6.

The Winsor School, with its larger group, claims to make every arrangement possible not to lose sight of the individual.

"... Special arrangements are made for the girl who works slowly, has difficulty in certain subjects, or who has sufficient talent to make desirable special work in music or art. Work in classes is planned to allow for flexibility of emphasis, as the teacher feels the interest of the class or the individual."¹

The girls from the tenth grade on are allowed a wide but balanced choice of subjects, under supervision, whether they have college plans or not. Such a plan is laudable; but the number of courses offered, according to the plan of studies inserted in the catalog, seems more limited than the statement would lead readers to believe. That is, the girl has a wide choice from a limited offering.²

Excessive or deficient home preparation is checked through co-operation with the parents. The physical education department keeps a close eye on the health of the girls, providing for individual interviews after each case of absence caused by ill health, giving advice and special exercises to individuals as such appear necessary, and conferring with teachers to plan general procedure and analyze individuals.³

The Woodward School gives each pupil individual attention in both class recitations and outside activities. The small classes make this possible. It is apparently meeting with success in this since, during the writer's interview with the principal, she was allowed to remain in

1.- The Winsor School, Catalog, p. 9.

2.- Ibid.

3.- Ibid., pp. 17, 21.

the office while an applicant registered her daughter. The reason, as given by this person, for wishing to transfer her daughter from the public school was that she might have the advantage of the individual attention for which she had heard the school was noted.

"The teachers, also, strive to cooperate with each home by personal calls and conferences, in an endeavor to attain best results in the development of individual personality."¹

From the foregoing it will be seen that the college preparation is still the most common aim of these institutions, with individual attention and character development coming next. Some experimentation is being carried on, but on a comparatively small scale, and so far as the evidence shows, this is only being conducted scientifically, to any degree, in the Beaver Country Day School.

Religious training as such is also little stressed by this group. So far as these schools are concerned, then, the tendency is away from the old aims of religious training and experiment toward the newer ones of character development and individual attention, closely associated with the old ones, but not synonymous.

With the freedom supposed to belong to private schools, it would seem possible to have more attention given to the religious aim or to have it more assimilated by the character aim, and also to have more experiment attempted than is evidenced. Individual attention is seemingly being given in so far as discussion, help, and close contact between pupils and teachers go; but the narrowness of the curriculum offerings

1.- Woodward School, Folder.

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given by this person, for wishing to transfer her daughter from the

public school was that she might have the advantage of the individual

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have it more associated by the character aim, and also to have more

experiment attempted than is evidenced. Individual attention is usually

being given in so far as discussion, help, and close contact between

pupils and teachers go; but the narrowness of the curriculum offerings

circumscribe this in possibilities of differentiation of courses for individual aptitudes and interests. This will doubtless remain true in some degree because of the limited enrollment possible and the accompanying small faculties and income. The teachers who are there must first have apportioned to them the traditional college entrance subjects after which there is little available time or personnel for great differentiation.

Table III, page 33, shows these aims in comparative form. Those schools experimenting under the eight year plan are shown as well as those having their graduates accepted under the regulations of the College Board Examination rulings and the College Entrance Certificate Board. Those which give special attention to the college work are also shown. The kind of religious training is indicated by checking those schools which require church attendance, those which give courses in Bible, and those which have religious lectures and discussions. Those schools which stress character training are shown as well as those which have certain definitely mentioned methods or means for such training in addition to the traditional subjects. Because of the incomplete nature of any catalog survey, no ratings are given for these. Experimental work is checked as to scientific or miscellaneous, the latter referring to any work of an unusual nature being undertaken by the schools. Individual attention is checked as to whether it is stressed in the literature or whether it is merely indicated as an aim.

TABLE III

AIMS

Name of School	College Preparation ^a				Religious Training ^b				Character Development ^c			Experimented		Individual Attention ^e	
	8-yr plan	Certificate	A.B.	Specifically	Church Attendance	Bible	Lectures	Discussions	Specialty	Attention	Scientific	Miscellaneous	Stressed	Attention	
Beaver Country Day	1		1							1	1		1	1	
Cambridge Preparatory			1	1					1	1		1	1	1	
Choate		1	1	1	1			1	1	1				1	
Lee			1						1	1		1		1	
May			1			1	1			1		1		1	
Misses Allen		1	1				1		1	1			1	1	
Winsor	1		1			1				1	1	1	1	1	
Woodward		1	1							1		1	1	1	
Total	2	3	8	2	1	2	2	1	4	8	2	5	5	8	

- a Under college preparation are checked those schools working under the eight year plan, those whose graduates enter college by certificate, those whose graduates write College Board Examinations, and those which concentrate on their college preparatory courses.
- b Under religious training are checked those schools which require church attendance, those which give courses in Bible, and those which have religious lectures or discussions.
- c Under character development are checked those schools which record scientifically conducted experiments and those trying unusual things.
- d Under experiment are checked those schools which stress this aim and those which give such attention in the course of their work.
- e Under individual attention are checked those schools which stress this aim and those which give such attention in the course of their work.

CHAPTER IV

THE CATALOGS

"A catalog should be a dignified production, should be condensed as much as possible if the institution be large and should be printed in type neither too large nor too small, but easily read, very small type being permissible only for the lists of students, for descriptive matter in the faculty list and sometimes for curricula. The style and arrangement of type, size of type page, and thickness of paper and the method of binding are matters of purely personal taste."¹

The present chapter will deal with the physical appearance and contents of the catalogs of the schools studied. Since very little literature on the subject of catalogs was available, few standards are set. The technical information regarding cover materials, paper and type of the catalogs under consideration was obtained by means of an interview with the business manager and purchasing agent of a large printing and lithographing establishment located in Boston. The contents were checked for information appearing in all and that which appeared in varying degree.

The Beaver Country Day School sends out an information pamphlet rather than a regular catalog. This is of seventy-pound India antique book paper, self cover, wire-stitched and trimmed flush. The type is eight, ten, twelve and eighteen point, and is very easily read. The main information concerning the school is given through a series of twenty-five questions and answers, the former in italics, all main heads

1.- Harry P. Ward, The American College Catalog, p. 12.

being in eighteen point type. The whole seems well organized. Counting the front and back of the pamphlet, there are twelve unnumbered pages seven and one-half inches by ten and one-eighth inches, with the type covering an area five and one-quarter by seven and five-eighths inches. On the first page is a brown-tone etching of the school courtyard; the last page is blank.

The Cambridge Preparatory School for Girls sends out a catalog with a sixty-five pound white antique overhang cover six and one-eighth by nine and three-quarters inches in size. This cover has the name of the school at the top, with the location of the school at the bottom in plain type. The sixteen unnumbered pages are of dull-coated white paper, six by nine and one-quarter inches. The type area is four and three-eighths by six and seven-eighths. The book is wire-stitched. There are eight half-tones of varying sizes throughout the brochure. The varied sizes and location of these pictures (five of them face the right-hand page) do not make as effective a display as would a homogeneous size and their placement facing the left-hand page.¹ The bulk of the printing is in twelve point type of several faces and series. This variety in type makes the catalog lack homogeneity in its typography also.

The Choate School issues a very rich appearing seventy-six page book, sewed binding with a pull-over, deckle-edge overhang cover of buff Rising's Intralace. In the upper left of this cover the name of the school and a small sketch in red appear in a heat treated panel. The frontispiece is a replica of the sketch on the cover, being an etching printed in black. The inside stock is American Eggshell, deckle-edged. The pages

1.- Ibid., p. 229.

are six by nine inches with a print page four and one-quarter by six inches.

The bulk of the reading matter is set in ten-point type with the lists of courses in six, eight and ten-point type. It is very easily read. Including the frontispiece, there are four full-page etchings, two of the exterior and two of the interior of the school. The two exteriors are placed before the description of the school, and the interiors relieve the printed description, being well placed for effect, facing the left page. No printing is on the reverse of these etchings.

The last twenty-four pages of the catalog are given over to fifteen half-tone views of the school and its activities. These are printed from plates of a very fine screen which is unusual on an Eggshell paper.¹ Most of these cuts occupy a full page each. The whole effect of setup, layout and typography is exceptionally good, carrying the cover's intimation of richness throughout.

The catalog of the Lee School is a small twenty page booklet with a brown, double-thick, linen-finish, and deckle-edged overhang cover, five by seven and one-half inches. The name and address of the school are centered at the top. Although the cover stock is undoubtedly expensive, its drab color belies that fact. The inside stock is white laid Emissary Text, antique finish, page size four and three-quarters by seven and one quarter inches with a type spread of three and three-eighths by five and one-quarter inches. The type throughout is eight point with six point for the course lists; although the type is small it is very easily read. The inside stock should have been heavier, as it is not opaque enough to prevent the type from showing through the pages, making

1.- Printer.

an otherwise easy to read book rather difficult. No illustrations are used in this booklet.

The faculty list and calendar are included separately on a folded sheet of the same stock as the catalog pages. According to the Carnegie Study reported in Mr. Ward's book,¹ the faculty list at least should have been in the catalog.

The May School booklet has a grey, French-fold, over-hang cover, five by seven and one-half inches in size. It is of antique laid text paper with the name in the upper left and, balancing it well, the seal in the lower right, both in plain letter press printing. The wire-stitching is concealed by the French-fold. The twenty inside pages are four and seven-eighths by seven and three-eighths inches, and the stock is ivory, antique laid, deckle-edged Strathmore Wayside Text. The printed surface is three and five-sixteenths by four and five-eighths inches, exclusive of the school name which heads each page and makes an effective advertisement. The book is in solid type, unrelieved by illustrations, of six, eight and ten point type. It is well spaced, leaded in between, and double leaded between sections which makes it very easy to read. The school calendar and a list of recent events and speakers is enclosed separately on paper similar to the stock in the catalog.

The overhang cover of the Misses Allen School is made of a fifty pound white ripple finished stock. The name and address of the school are printed in a panel at the top. This adds to the richness of the book's appearance. The printer suggested that an engraved or raised printed title would have been better suited to the type of panel. This would

1.- Harry P. Ward, The American College Catalog, p. 8.

have been somewhat more expensive but would add more richness which would be worthwhile for the type of catalog and the school it represents. This cover is five and one-half by eight and one-quarter inches. The sixteen inner pages are five and three-eighths by eight inches of eighty pound white coated paper, the whole being wire-stitched. The print size is three and one-half by five and three-quarters inches of easily read twelve-point type. The course of study is in eight-point italics. The bulk of the reading matter is on the right hand page facing the reader which makes perusal easy. It is relieved by half-tones which appear on some of the left hand pages; this draws more attention to the reading matter but still emphasizes the five half-tones by the amount of white space surrounding them. They might have been more effective had they been centered rather than placed near the top of the pages.

The Winsor School catalog has a light brown overhang cover of eighty-pound handmade finished text paper, five by seven and one-half inches in size. The name, address, date, and seal are given at the top of the front cover, and the plan of study is tipped in and folded inside the rear cover. The inner pages, four and three-quarters by seven and one-quarter inches large, are of white laid antique text. The twelve-point type on a three and one-half by five and one-quarter inch type page is very easily read. This catalog, like that of the May School, has the school name heading each page. There is a paneled title page which is very well arranged. The book has no illustrations.

The Woodward School does not send out a catalog, but it has two small folders, one containing abstracts from the will of Dr. Woodward and rules for administration, the other containing the aim of the school

and the course of study.

The overhang cover is common to all the catalogs, but the cover and page materials differ greatly. The print in all of them seems chosen for convenient reading and suitability to the page size. The five by seven and one-half inch size is used by three schools, but the others vary in size. All but that of the Choate School are wire stitched.

"Considered from both the practical and the artistic points of view, there can be no comparison between the thread sewed catalog and one which is wired. The cost of sewing over that of wire stapling is so small that there is little excuse for the annoying wired book."¹

Three of the books are illustrated; four are not. Six, eight, and twelve point, usually alternated, are the popular type sizes. Judged subjectively by its size, paper, print, illustrations, and sewing, the catalog of the Choate School is the best of the group physically.

Table IV shows the size, type, color, and weight of the covers; the size, color, and number of pages; the size of the print pages; the kind of stitching; and the type used as well as the number and kind of illustrations of the catalogs which the schools of the study sent out.

The next point of interest in these catalogs is what they contain. This was found by checking them carefully and listing the information given. Some of this was under special headings; some of it was included within accounts covering many things under a single caption.

1.- Ibid., p. 13.

TABLE IV PHYSICAL APPEARANCE OF CATALOGS

Name of School	Cover				Pages			Print Page ^d		Stitching		Typography ^e					Illustrations	
	Size	Type	Color	Wt ^f	Size	Color	Number	width	Length	Wired	Sewed	6	8	10	12	18	Etchings	Half-tones
Beaver Country Day	7 $\frac{1}{2}$ " 10 $\frac{1}{4}$ "	F ^a	Cream	70	7 $\frac{1}{8}$ " 10 $\frac{1}{4}$ "	Cream	12	5 $\frac{1}{4}$ "	7 $\frac{5}{8}$ "	1			1	1	1	1	1	
Cambridge Preparatory	6 $\frac{1}{8}$ " 9 $\frac{3}{4}$ "	O ^b	White	65	6 $\frac{1}{8}$ " 9 $\frac{1}{4}$ "	White	16	4 $\frac{3}{8}$ "	6 $\frac{7}{8}$ "	1					1			8
Choate	6 $\frac{1}{2}$ " 9 $\frac{1}{4}$ "	O	Buff		6 $\frac{1}{8}$ " 9"	White	76	4 $\frac{1}{4}$ "	6		1	1	1				5	15
Lee	5 $\frac{1}{8}$ " 7 $\frac{1}{4}$ "	O	Brown		4 $\frac{3}{4}$ " 7 $\frac{1}{4}$ "	White	20	3 $\frac{3}{8}$ "	5 $\frac{1}{4}$ "	1		1	1					
May	5 $\frac{1}{8}$ " 7 $\frac{1}{2}$ "	O	Gray	70	4 $\frac{1}{8}$ " 7 $\frac{3}{8}$ "	Ivory	20	3 $\frac{5}{16}$ "	4 $\frac{5}{8}$ "	1		1	1	1				
Misses Allen	5 $\frac{1}{2}$ " 8 $\frac{1}{4}$ "	O	White	50	5 $\frac{3}{8}$ " 8"	White	16	3 $\frac{1}{2}$ "	5 $\frac{3}{4}$ "	1			1		1			5
Winsor	5 $\frac{1}{8}$ " 7 $\frac{1}{2}$ "	O	Brown	80	4 $\frac{3}{4}$ " 7 $\frac{1}{4}$ "	White	24	3 $\frac{1}{2}$ "	5 $\frac{1}{4}$ "	1					1			

a F = Flush = Cover and page edges even.

b O = Overhang = Cover edges protruding beyond page edges.

c Wt = Weight in pounds of paper stock in cover.

d Print Page = Actual part of the page used for printing.

e Typography = Size of type checked only.

The Woodward School folders will be omitted here also.

All contain a statement of aims which varies from a few lines to a page and from an unlabeled part of the school description to a particularly named section. They all give some information as to athletic or physical exercise provision; the Lee School supplements this general catalog information with a special circular on athletics sent on request. The others range from a short statement as to offerings to a detailed and descriptive list. The Winsor School is the only one which mentions any provision for swimming although this is stated as a possibility only. The Cambridge School is the only one omitting some mention of playing fields. All give their daily program either in detail or in a general statement, and all indicate their expense schedules. The course list is included in all. It, too, ranges from a detailed statement of general electives only with the added statement that all courses required for college entrance are given, to a complete list of college preparatory and general courses. The latter are given in year by year lists or as a complete list of offerings for the four years without any indication as to which ones may be taken in any particular year. In some of these lists no indication is given as to just what the subject offered includes. In others the statement as to inclusion is made.

Six of the schools give some description of their location and its advantages. The same number give an introductory account of the courses offered. Student government is mentioned in six of the catalogs, one of which gives a complete account of how it is carried on while another

gives out a handbook containing such information. The Cambridge School is the only one which gives no account of its history other than a brief mention of the date of establishment. The faculty list is given in all but the Cambridge School and the Beaver Country Day School although the latter does give the names of the heads of the school. The Lee School list is inserted with the calendar and daily routine on separate slips. In these lists only two, the Choate and the Allen, show the training of their staff which is an omission of importance.

"According to the Carnegie Foundation it" (the catalog)"should contain, among other things, a list of its faculty, their names, their degrees and where such degrees have been secured."¹

Five of the catalogs contain a calendar for the year, either stated briefly to show what vacations are observed, or itemized. Five also give some description of the buildings and grounds; all of these mention library equipment but give no idea as to the type, value, or yearly increase of the library. Laboratory equipment is mentioned by four in the same vague way. Five make mention of the type of school each is, and the same number explain or mention admission requirements. The latter requirements vary from showing results of previous work through application form or interview to writing an examination for entrance. The system of reporting marks is stated in five schools although information of standards for such marking is not very clear.

Music offerings are described in four, and one other mentions a glee club. Health provisions, dress preferences, and miscellaneous rules as to visitors, telephoning, and such things are also given in the same number.

Only three of the schools make any mention or comment upon the abilities or practices of their staff, the type of work engaged in by their graduates, or the college success of such graduates, graduation requirements, arrangements for studying or tutoring, attendance checks and requirements, special courses, and cultural entertainments outside the school but planned by the school. The same numbers give reference lists, a list of trustees, school views, mention scholarships, give a foreword, and an account of school publications.

Two give officers or members of their corporations, and two mention summer work requirements. Each of the following is shown in one catalog: a medical advisory board, an educational advisory board, and a parent teacher association in the Beaver Country Day School; clubs, promotion plan, and a Cum Laude Society in the May School; and an alumnae list in the Choate School.

The figures indicated above are shown in Table V which shows the information given in the catalogs and the number of the latter in which it appears.

The catalogs seem to have very little in common, varying in their physical appearance as well as in their contents. Even those things on which they agree on including are widely different in the manner and detail of such inclusion. It would seem that a study of school catalogs might very profitably be made and a standard derived which would be of help both to the schools and to the parents of the students.

TABLE V DISTRIBUTION OF CATALOG INFORMATION

Information in Catalogs	Beaver Country Day School	Cambridge Preparatory School	Choate School	Lee School	May School	The Misses Allen School	Winsor School	Total
Aims	/	/	/	/	/	/	/	7
Physical Exercise	/	/	/	/	/	/	/	7
Daily Program	/	/	/	/	/	/	/	7
Expense Schedule	/	/	/	/	/	/	/	7
Course List	^a	^b	/	/	/	/	/	7
School History	/		/	/	/	/	/	6
Location Advantages	/	/	/	/	/	/		6
Student Government	/		/	/	/	/	/	6
Introductory Course Remarks	/	/	/	/	/		/	6
Playing Fields	/		/	/	/	/	/	6
Staff List	^c		/	/	/	/	/	6
Year's Calendar			/	/	/	/	/	5
Buildings	/		/		/	/	/	5
Grounds	/		/		/	/	/	5
Type of School	/	/	/		/	/		5
Admission Requirements		/	/	/		/	/	5
Report and Marking System	/	/			/	/	/	5
Library	/		/		/	/	/	5
Special Music Offerings	/			/	/		/	4
Special Art Offerings	/			/	/			3
Miscellaneous Rules				/	/	/	/	4
Laboratory	/				/	/	/	4
Health Provisions	/		/	/			/	4
Dress Preference				/	/	/	/	4
School Pictures	/	/	/			/		4
List of Trustees	/			/	/			3
Staff Comment	/			/			/	3
Student Publications				/	/		/	3
Dramatics	/		/		/			3
Outside Cultural Entertainment		/	/			/		3
Reference List			/	/		/		3
Foreword	/	/		/				3
Work taken up by Graduates	/		/			/		3
College success of Graduates	/	/				/		3
Special Courses or Pupils	/	/					/	3
Scholarships		/	/				/	3
Attendance Requirements				/	/		/	3
Tutoring				/	/		/	3
Study Arrangements				/	/		/	3
Graduation Requirements					/	/	/	3
Corporation List			/				/	2
Summer Work					/		/	2
Medical Advisory Board	/							1
Educational Advisory Board	/							1
Parent Teacher Association	/							1
Clubs					/			1
Alumnae List			/					1
Promotion Plan				/				1
Swimming Pool							/	1
Cum Laude Society					/			1

a. No actual list given although a number of the subjects offered are mentioned.

b. Only the elective list given - courses for college entrance are not listed.

c. Only the three heads of the departments are given.

CHAPTER V

THE CURRICULUM

"The question of the curriculum is of such moment and has, withal, so many ramifications where an educational institution is being considered, that it would be difficult, if not impossible, to leave it entirely out of account in dealing with any other large problem pertaining to that institution, such as its history, its aims, the types of organization, and those who attend."¹

The present chapter deals with the curriculum offerings of the eight schools studied. These offerings are taken from the catalog statements, and since only four schools were visited and three checked, such statements are accepted as authentic. In the schools visited and checked the offerings were found to be as stated although, since certain subjects had not been chosen by pupils, they are not being taught at the present time. However, provision is made for them if they are desired.

Since, as shown in Chapter III on Aims, the chief aim of these schools is that of college preparation, the offerings are largely narrowed by the entrance requirements of colleges. Owing to their size, also, it is hardly to be expected that there will be as wide a choice as is possible in larger secondary institutions.

Four of the schools, the Beaver Country Day School, the Choate School, the May School, and the Misses Allen School list separate curricula for those taking the college preparatory work and those taking the general or academic work. The girls taking the latter may elect courses from the preparatory list, and many of the electives

1.- Leonard V. Koos. The American Secondary School, p.357.

are the same for both groups. The other schools give single curriculums in which pupils taking the general course have a wider choice than do those planning to go to college. The girls in the Beaver Country Day School and the Winsor School have a wider choice than do girls in the college departments of the other schools because of the eight year experiment already mentioned under College Preparation in Chapter III. The secretarial course and the one year intensive review of the Cambridge Preparatory School and the teacher training course of the B Beaver Country Day School will not be considered because they go beyond the limits of the study.

English is required in all the schools for the four years while the Cambridge and Choate Schools offer extra English courses as electives. French is offered in all the schools, the Allen and the Woodward Schools having a three year course and the others a four year one. The May School makes this language its specialty, requiring it to be used for conversation during the morning hours, and allowing only those girls who entered school without previous training or without sufficient training to stop taking it after two years. In its place they must choose a second modern language for the last two years of their school work. The others continued with their French. Spanish is offered for four years at the Choate School, two years at the Allen School, and a two year course is given in one as a concentrated course at the Cambridge Preparatory School. Since there is no definite and detailed list for the Beaver Country Day School, it is uncertain whether Spanish, Italian, or German are offered there. The same is true of German and Italian at the Cambridge School. German is given at the Allen

School as it is desired, for four years at the Choate School, three at the Winsor, and two at the May School. The May School lists Italian for two years. These courses in modern language are elective in so far as college preparatory pupils must choose at least one of them. Latin receives four years of attention in all the schools studied although only one of these is required at the Woodward, two at the May School for college pupils and one for those taking the general course, and only two at the Lee School for those taking the general course although the others must take it for four years. Greek is offered as an elective at two of the schools, the Allen and the Winsor.

q The history offerings vary greatly. Anywhere from one to four years are required. The Beaver Country Day School requires four years of history according to its plan, and the Choate School requires four years also from both groups. The May School requires one year of history in both groups, but it offers it as an elective for two additional years. The Allen School requires it for three years in both groups. The Winsor School offers it for three years during the last of which a choice of two histories is given. Two years of history are prescribed in the Woodward School.

Chemistry is offered at the Beaver Country Day School, the Choate School, the May School, and the Allen School, the Winsor School, and the Woodward School. The Cambridge School doubtless offers it, too, since it follows the same college requirements the others do. The Lee School is definitely the only one not giving chemistry. Physics is given at the Beaver Country Day, the Lee, Choate, May, and Allen Schools. Biology is required for one year by the college preparatory department at the Lee School and is elective for the others there. It is required

for one year at Woodward and elective for one. The Winsor School offers it particularly to those girls taking the general course.

Algebra is required for at least two years in all these schools for those girls planning to enter college. At the Lee, Allen, and Winsor Schools the girls in the other department are also required to take it for two years. At the May School only one year is required of the girls in the general course, and they may elect it for another half year. During the last two years at the Choate School a girl may elect either algebra or geometry in the college preparatory department. Geometry may be elected during the last two years of the college preparatory course at Choate instead of algebra, but it is required of Juniors in the general course. At Lee and Woodward it is required for one year. Two half-year courses are required at the May School in the college preparatory department and offered for another half year as an elective for either group. It is prescribed for two years in both departments at the Allen School and is offered for three years at the Winsor School. Review mathematics is offered as an elective at the May and Woodward Schools.

The courses just dealt with are those which may be accepted for entrance by colleges in general. The ones which will be considered next are later and more practical additions some of which are accepted for college entrance, but most of which are extra courses added for culture only.

Drama as a special course is offered by only one of the schools, the Beaver Country Day School, which gives a two year course in it.

Art is required for four years by all at the same school, required in the general course at the Allen School, one year required and three elective at the Woodward School, and entirely elective at the Choate School, two years required and two years elective at Lee, two years elective in the college preparatory and three in the general department at May, and two years elective in the general department at the Winsor School. Music is required for four years of all students at the Beaver Country Day, Choate, Lee, Winsor, and Woodward Schools. The last two named also offer an elective course in harmony. The May School makes music an elective for girls in both groups.

A course in current events is required for four years at the Choate School, and a combined course in current events and civics is given the girls of the general department at the Allen School, and combined with history at the Lee School it is a required subject. The May School gives a course in International Relations which is elective to all students and offered for two years. Sociology is an elective course at the Lee School for one year; the same school also offers an elective one-year course in economics and practical mathematics combined the Beaver Country Day School requires such a course as the latter for two years.

The Allen School has an offering of physical geography in its general department while the Lee School combines this course with geology and offers it as an elective, especially for girls in the general department. Physiology is offered for one year at the Winsor School. General Science is required at the Lee and Woodward Schools, elective at the Choate and May.

Choate offers an elective course in psychology, and the Beaver Country Day School requires a continuous course in personal and social adjustment.

Practical mathematics is required at the Beaver Country Day School and in the general course at the Allen School. It is an elective at the Cambridge, May, Winsor, and Choate Schools although the last mentioned offers it only to the girls in the general department. A course in advanced mathematics is also offered at the Winsor School.

Bible is prescribed for all girls at the May and Winsor Schools.

Typing is offered as an elective for one year at the Cambridge School and for two years at the Winsor School. Domestic Science is an elective course at both the Choate and the Beaver Country Day School.

Physical education is required at the Choate, Winsor, and Woodward Schools. The others do not indicate whether they require it or not although they make provision for it.

Table VI shows the offerings of these schools which list them for each year. The Choate and the May Schools list separate groups for the college preparatory and the general students after the first year. The Lee, Winsor, and Woodward Schools have only one curriculum, and the Woodward is the only one of these latter which lists its electives separately. The electives of the schools, where these are listed separately, are shown in the last division of the Table. The Choate School makes no yearly division of these; this is indicated by the dotted lines in the elective division.

From this Table it is more easily seen that during the first year

the subjects are the same for college or non-college preparation; that the average number of subjects requiring preparation is five; that only the Woodward School offers any election during this first year. From the second year on more election is possible in all schools, except for the college preparatory girls in the Choate and Lee Schools. In the latter the course is dependent upon the college to be entered.

The Choate School requires twenty prepared recitations per week; the May School, a minimum of eighteen; and the Woodward, from twenty to twenty-two. The others do not state their requirements, so the number of hours allotted for each subject is not indicated in the Table. The Lee School course is more flexible than the list shows because each girl's course is really planned individually.¹

From the descriptions of the courses as they were given in the catalog lists, a few of them can be examined in more detail.

In English the Cambridge School offers interesting electives of composition, Round Table discussion, conversational English, and poetry. They describe these as spontaneous theme writing in class, informal discussions of problems related to life, the art of conversation for all occasions, and a widened acquaintance with and development of poetic appreciation and technique respectively. The Choate School gives no more description of its English course than that the literature and composition are taken for four years with grammar included during the first of these. An elective course in advanced English is also given, but no details of its content are shown. The Lee School gives a very complete account of its English offerings which include

1.-Lee School. Catalog, p. 12 and Reason given by Miss Lee for not granting an interview.

TABLE VI YEAR BY YEAR ARRANGEMENT OF COURSES

Name of School	First Year ^b Subjects	Second Year Subjects ^c		Third Year Subjects ^c		Fourth Year Subjects ^c		General Electives ^d			
		College Preparatory	General	College Preparatory	General	College Preparatory	General	First Year	Second Year	Third Year	Fourth Year
Choate	Algebra Chorus Current Events English Greek History Languages (French, German, or Spanish) Latin Physical Education	Algebra Chorus Current Events English Roman History Languages Latin: Caesar Composition Physical Education	Algebra Chorus Current Events English History Languages Latin: Cicero Composition Algebra & Geometry Physical Education Science	Chorus Current Events English History Languages Geometry Physical Education Electives	Chorus Current Events English History Languages Latin: Ovid, Vergil Composition Algebra & Geometry Physical Education Science	Chorus Current Events English History Languages Physical Education Electives	Art: Design Drawing History of Art Domestic Science: Cookery Household Economics Millinery Sewing English, Advanced History Psychology	Science Languages (French, Spanish) Business Arithmetic Music: Instrumental Piano Vocal Violin Violoncello Dancing			
May	Bible English French Latin Algebra	Bible English French Ancient History Latin: Caesar Algebra & Geometry	Bible English French Ancient History Electives	Bible English French ^e Algebra & Geometry Electives	Bible English French ^e Electives	Bible English French ^e Electives	Bible English French ^e Electives		History of Art Latin: Caesar Algebra & Geometry Physical Geography General Science	History of Art German or Italian American & Modern European History International Relations Latin: Cicero Review Mathematics Music Appreciation Physics or Chemistry	History of Art German or Italian American & Modern European History International Relations Latin: Vergil & Composition Review Mathematics Music Appreciation Physics Chemistry Sociology
Lee ^a	English French General Science Latin Algebra Music Drawing & Painting	English French Latin Geometry History Economics - non-college girls ^f Science - do Music Drawing & Painting		English French Latin Modern European History - non-college ^f Biology History of Art - non-college ^f Music		English French Latin Algebra Physics American History - non-college ^f History of Art - do Sociology - do Music					
Winsor ^a	Bible Music Gymnastics English English History Algebra French Latin Drawing, Painting & Design	English Ancient History Musical Theory Geometry Physiology French German Latin: Ovid Greek Drawing & Color Work or Typewriting		English Ancient History Keyboard Harmony Business Arithmetic - non-college Algebra & Geometry Chemistry French German Latin: Cicero Greek Drawing & Color Work or Typewriting		English Ancient or Modern History History of Architecture & Sculpture Music Appreciation Choice (Review Algebra, Review Geometry, Advanced Mathematics) Biology - non-college Chemistry or Physics French German Latin Greek Drawing & Color Work					
Woodward ^a	English I Latin I Algebra I Medieval and Modern History Gymnasium Drawing Chorus General Science Elective	English II Geometry I French I Gymnasium Chorus Electives		English III Algebra II French II Biology Gymnasium Chorus Electives		English IV American History & Civics French III Gymnasium Chorus Electives		Music Appreciation	Latin II Drawing Music Appreciation	Latin III or German I Harmony I Drawing Chemistry	Latin IV or German II Review Mathematics Harmony II Drawing Biology Chemistry

a The Lee, Winsor, and Woodward Schools give only one curriculum; the latter gives its electives separately.

b The Choate and May Schools give the same First Year offerings to both college and non-college preparatory groups.

c The Choate and May Schools list separate offerings for the two groups in the last three years.

d The Choate School electives are not classified by years.

e French is required during all four years at the May School except of girls entering without sufficient previous training. These girls may substitute another foreign language during their last two years.

f Courses which non-college preparatory girls may substitute for Latin and Mathematics.

composition beginning with short themes, advancing through short story writing to informal essays and thence to long themes with reference work. The literature studied here includes English and American literature with particular attention to modern poetry, novels, essays, drama, and magazines such as the Atlantic Monthly. The Winsor School, in a less complete description, indicates its English offerings as including both written and oral themes which culminate in long themes and public speaking in the last year. In literature it studies American and English literature, the latter from the seventeenth to the twentieth century.

The history courses are quite varied. The Choate School indicates only that its first two years of history are Greek and Roman history; the other two years are unidentified. The Lee School gives ancient history in its significance for later peoples with emphasis upon economic, social, and cultural life and inter-relations. It also gives modern European history from the eighteenth century to the present, relating it to present and future problems and America. With this is given consideration to current events. It offers, too, a course in American history with trends and their bearing upon present problems, and a continuation of current events as well as a careful study of American government today. The May School offers one year of ancient history and electives of American and Modern European history; but no idea is given as to how these are taken up. The Winsor School's offering consists of English history, ancient history, and modern

history. The Woodward School requires medieval and modern history during the first year and American history and civics during the fourth year. The Beaver Country Day School gives a four-year required course in the history of civilization taught in close relationship to English.

The French work of the May School has already been mentioned as a specialty of the school with conversation during the morning hours conducted entirely in that language. In addition to this, French themes are written, and the regular assemblies are conducted in French. The Lee School and the Winsor School state that their offerings in French are composition, conversation, reading, grammar, and, for general course pupils, French literature during the senior year.

The Latin given in the Choate School is elementary Latin, Caesar, Cicero, Ovid, Vergil, and composition. The Lee School gives elementary Latin, selections from Sallust, Pliny, Livy, Cicero, Vergil and other Latin poets, and composition. The May School gives no description of its Latin, but during the writer's visit to the school, the subject was mentioned as being one of the most interesting and practically taught of the school; in fact, at the present time ten girls of the Senior class have elected Latin although they have already written their college board examinations in the subject. Composition is encouraged. The Winsor School gives the regular course of elementary Latin, and continues with readings from Cicero, Ovid, and Vergil.

The domestic science offered by the Choate School is most complete, including cookery, household economics, millinery, and sewing.

The art courses offered by the Beaver Country Day School and the

Choate School are also very broad. In the former it is possible for a pupil to work in almost any type of handcraft, always related to fundamental courses in art.¹ Those schools which require art or offer brief courses as electives vary in their offerings. The Lee School requires drawing and painting of all during their first two years and history of art of the non-college girls during their last two years. The May School offers a three-year elective of history of art with optional studio work accompanying it. The Winsor School gives drawing and color work or painting for four years. Drawing is required at the Woodward School for the first year and offered as an elective the other three.

The music offerings are also varied. Chorus is required throughout by the Choate and Woodward Schools, singing by the Lee and Winsor, a combination course of chorus singing, appreciation, and elements of music at the Beaver Country Day School; and at the May School three years of required chorus singing and elective work in history and appreciation of music is given; the Woodward School also gives electives in appreciation and harmony, and the Winsor School in harmony.

From the foregoing resume of curriculum offerings in these schools it can be concluded that even the general courses tend to remain traditional and closely resemble the college preparatory offerings. The more recent trends in the subjects and contents play a smaller part than do the older requirements. Because of the indefiniteness of the statements in many of the catalogs concerning what the subjects actually mean or what their contents actually are, no definite conclusions can

1.- Beaver Country Day School. Pamphlet.

really be made. It would seem from the disagreement as to the various subjects taught, especially in the general courses, that much experimental work might be done in developing a curriculum basis for a more practical basis for life. The results of the eight year experiment should be most interesting in the possibilities it offers for broader training for college students.

1. They were all established within a period of twenty years.
 2. The schools were established under various conditions of land and have apparently enjoyed the protection of the state.
 3. All but two have become incorporated.
 4. Four have both teaching and day departments.
 5. The charges for boarding pupils range from one thousand to sixteen hundred dollars per year for day pupils in the secondary school they range from three hundred to six hundred dollars.
 6. The number of pupils per teacher ranges from four to thirteen with an average of 6.5 pupils per each teacher.
 7. Also
 8. The aims of these schools may be classified under five heads: college preparation, individual attention, character development, religious training and experiment.
 9. The first three of the aims mentioned are well provided for. The last two have comparatively little recorded attention.
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CHAPTER VI

SUMMARY OF THE STUDY

This study of the history, aims, catalogs, and curriculums of eight private girls' schools has brought out the following facts:

I. History

- A They were all established within a period of waning academic influence in the country as a whole.
- B Parents made the initial move toward establishing three of them and have apparently approved of the practices of all of them since they have continued to support them.
- C All but two have become incorporated.
- D Four have both boarding and day departments.
- E The charges for boarding pupils range from one thousand to sixteen hundred dollars per year; for day pupils in the secondary school they range from three hundred to six hundred dollars.
- F The number of pupils per teacher ranges from four to thirteen with an average of 6.5 pupils for each teacher.

II. Aims

- A The aims of these schools may be classified under five heads: college preparation; individual attention; character development; religious training; and experiment.
 - B The first three of the aims mentioned are well provided for. The last two have comparatively little recorded attention.
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III. Catalogs

- A The catalogs vary greatly in appearance and content as well as in the amount of detail given to those matters which they agree upon including.
- B The five by seven and one-half inch size is the most common in this group of schools.
- C The common stitching is the wire stapling.
- D The most used type sizes are the six, eight, and twelve-point.

IV. Curriculums

- A Four of the schools offer a different list of offerings to college and non-college preparatory students.
- B Four of them offer a single curriculum from which the girls make their selection according to future plans.
- C The offerings tend to remain traditional,
- D There is actually very little difference between the college preparatory and the general course other than the difference in the number of electives allowed in each.
- E The catalog statements as to subjects and subject content are very indefinite on the whole, and those which could be compared indicated a great difference among the schools regarding the content of and emphasis upon subjects having the same title.

The difficulty in securing information other than what the catalogs contain seems to indicate a decided unwillingness on the part of these schools to have more definite information made public. This may be because of the present precarious state of private school finances

since two schools very definitely refused financial information even when willing to give that on other phases of their administration.

As a result of this study , the following suggestions may be made:

- I. That more attention be given to religious training.
- II. That more experimental work, especially more scientific experimental work, be attempted.
- III. That catalog contents become more standardized to make comparison and choice of school easier and more intelligent.
- IV. That information given in the catalogs be stated more definitely for the same reason.
- V. That curriculum contents be described more fully.

The following are some studies of private schools in general which might profitably be made:

- I. A study of the selection and appointment of the faculty.
 - II. A study of catalogs to discover means of making them more authentic and clear.
 - III. A study of private school libraries.
 - IV. A study of the scientific equipment in private schools.
 - V. A study of the physical plant of private schools.
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